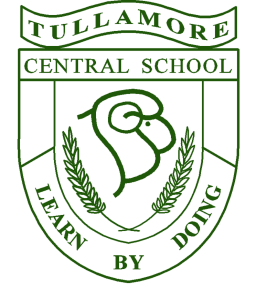
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## Tullamore Central School



## School Plan

2011

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| **TULLAMORE CENTRAL SCHOOL PLAN 2011** |
| SCHOOL CONTEXT |
| Tullamore Central School is a small isolated rural K-12 school situated 130kms south west of Dubbo and 105kms north west of Parkes. It is staffed by both experienced and early career teachers and is supported by an active P&C. The school staff has undergone major change in the last year with all new executive being appointed in 2010, and only four of the twelve teachers having been at the school in 2009. Due to an increase in Primary student numbers there were three composite classes in 2010 which will be sustained in 2011.  The core values of the school are our Positive Behaviour for Learning (PBL) expectations; students are respectful, responsible, cooperative and honest learners.  Staff are active in their professional development and pursuit of innovation to improve student engagement and achievement of learning outcomes. Every classroom is equipped with an interactive whiteboard and the use of technology is a feature of curriculum delivery across the school.  The school is part of the Western Access Program, which delivers the Stage 6 curriculum through connected learning technology. This has also allowed for extension of students. Distance Education is also utilised to help maintain the breadth of curriculum for the full range of student abilities.  Mathematics is taught in stages from Kindergarten, which allows the use of expertise to teach and extend students in key learning areas. Students participate in a wide range of extra curricula sporting, cultural and academic activities, which are supported by staff, parents and the community in these activities. An active SRC provides leadership opportunities for students.  Tullamore Central School has strong links with other small central schools (Trundle, Tottenham, Trangie and Warren) in the Dubbo School Education Group, which includes inter-school sport competitions and combined delivery of whole school programs and initiatives.  Tullamore Central School has an important focus within the community through our school community newsletter and student and staff involvement in community events, such as the Irish Festival, ANZAC service and Agricultural Show. The school has extensive grounds, excellent technology facilities and a new Trade Training Centre is to commence construction soon. The school has a very strong sense of community. |

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| TARGETS: |
| * Increase the proportion of students in Years 3, 5, 7 & 9 achieving at or above minimum standard in writing, spelling, grammar and punctuation from 81% in 2010 to 90% in 2011. * Increase the proportion of students in Years 3, 5, 7 & 9 achieving at or above minimum standard in numeracy from 72% in 2010 to 80% in 2011. * 100% of students achieving at or above “proficient” in the SC Computing Skills Test in Stage 5 in 2011. * Increase the proportion of students in Stage 6 gaining their HSC or Certificate I and II or other employment relevant qualifications from 71% in 2010 to 85% in 2011. |

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| **TULLAMORE CENTRAL SCHOOL PLAN 2011** | | | | | | |
| DET Priority Areas | Mandatory Elements | | | Low SES Reforms | Tullamore Priorities | |
| Literacy  Numeracy  Student Engagement and Retention  Aboriginal Education and Training  Teacher Quality  Connected Learning | A Actions to improve the availability of high quality teaching.  (Reforms 1 ,2)  B Professional Development for school executives and teachers to help them use and analyse data to cater to student needs. | | | 1. Incentives to attract high performing principals and teachers. 2. Adoption of best practice performance management and staffing arrangements that articulate a clear role for principals. 3. School operational arrangements that encourage innovation and flexibility. 4. Providing innovative and tailored learning opportunities. 5. Strengthened school accountability. 6. External partnerships with parents, other schools, business and communities and the provision of access to extended services. | Literacy and numeracy growth level comparable to state growth.  Increasing across school use of technology contributing to improved teaching and learning.  Improved attendance across the school.  Improved outcomes for Aboriginal students.  Improvement in student engagement and retention.  Leadership density improved. | |
| This plan has been approved by: | | | | | | |
| Principal : Sandra Carter  Principal’s Signature: | | Date: | School Education Director: Jane Cavanagh  School Education Director’s Signature: | | | Date: |

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| **TULLAMORE CENTRAL SCHOOL PLAN 2011** | |
| SCHOOL PRIORITY AREA: LITERACY & QUALITY TEACHING | |
| INTENDED OUTCOMES: | TARGETS: |
| 2009: Improve literacy results through focussing on specific areas.  2010: Improve literacy results focussing specifically on writing, spelling and vocabulary development.  2011: K-12 Writing policy developed and implemented across school. | *Increase the proportion of students in Years 3, 5, 7 & 9 achieving at or above minimum standard in writing, spelling, grammar and punctuation from 81% in 2010 to 90% in 2011.* |

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| **STRATEGIES** | **REFORM** | **RESPONSIBILITY** | **RESOURCES ALLOCATION & FUNDING SOURCE** |
| Develop and implement a whole school approach to writing by employing a teacher 3 days a week to review current practices and negotiate an improved continuum. | 3, 4 | Executive and class teachers | Low SES  $33416 |
| Expand Reading to Learn strategies across K-8 by training 2 additional staff and release for Professional Learning. | 3, 4 | Executive and class teachers | TPL  $1840/year |
| Increase community involvement in early literacy strategies to be developed by working with the preschool on Jolly Songs and informing parents of helpful strategies to use with their child for reading via the newsletter and information sessions. | 6 | Class teachers |  |
| Enhance parenting skills – train parents in how to help their child to read and write via information in the newsletter and information sessions. | 4 | Executive |  |
| Examine and evaluate work samples using ARC and standards packages. | 5 | Executive and class teachers |  |
| Train teaching staff in data analysis. | 1 | Executive and class teachers | iteach21  DET consultants |
| Employ teachers’ aide to support literacy development of students in low achievement bands. | 6 |  | Low SES  $28724 |
| Focus on building use of Library facilities by secondary students, increase number of graphic novels in collection and develop habit of reading for pleasure by boys by utilising positive male role models. | 4, 6 | Librarian |  |

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| **TULLAMORE CENTRAL SCHOOL PLAN 2011** | | | |
| SCHOOL PRIORITY AREA: LITERACY & QUALITY TEACHING | | | |
| **STRATEGIES** | **REFORM** | **RESPONSIBILITY** | **RESOURCES ALLOCATION & FUNDING SOURCE** |
| Continue Professional Development of teaching staff in:   * Analysis of Best Start data to identify areas of development in literacy. * Communicate Best Start data to preschool. * Analyse K-2 benchmark data. * Jolly Phonics. * Spellathon. | 4, 5 | Executive and class teachers | TPL  $1840/year |
| Employ part time (0.6) staff member to:   * Facilitate, coordinate and implement K-12 Literacy program. * Lead collaborative development of K-12 literacy policy. * Develop Professional Learning program to support Literacy policy development and other whole school and district priorities. * Continue implementation of Lexia Reading program, monitor student progress and report to class teachers, executive and parents. | 1, 3, 4 | Executive, class teachers and Literacy teacher | Low SES  $32129 |

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| **TULLAMORE CENTRAL SCHOOL PLAN 2011** | |
| SCHOOL PRIORITY AREA: NUMERACY & QUALITY TEACHING | |
| INTENDED OUTCOMES: | TARGETS: |
| 2009: Improve Numeracy results through focussed teaching of identified areas.  2010: Improve numeracy skills focussing specifically on Position, Capacity and Chance in Primary classes AND 2D/3D shapes, Fractions and Decimals, Measurement and Position in Secondary classes.  2011: Improve Numeracy results in external tests. | *Increase the proportion of students in Years 3, 5, 7 & 9 achieving at or above minimum standard in numeracy from 72% in 2010 to 80% in 2011.* |

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| **STRATEGIES** | **REFORM** | **RESPONSIBILITY** | **RESOURCES ALLOCATION & FUNDING SOURCE** |
| Executive to lead staff in data analysis assessment and reporting. | 2, 5 | Executive and class teachers | iteach, DASA, QT Assessment Tools |
| Maintain current strategy of trained Maths teacher in staged Maths classes in Primary. | 1, 2, 4 | Executive |  |
| Build boys’ and girls’ education strategy by refocussing on the Quality Teaching model through guided Professional Learning led by the Head Teacher Secondary Studies and the Assistant Principal. | 1, 2, 4 | Executive and class teachers | TPL  $1840/year |
| Promote and support WAP networks in Maths. | 6 | Maths teacher | TPL  $1840/year |
| Develop and implement a whole school approach to numeracy by reviewing current practices and utilising Professional Learning in staff meetings to negotiate an improved continuum. | 3, 4, 5 | Executive and class teachers |  |
| Investigate and purchase maths diagnostic tool and software for Mathletics. | 4 | Executive and class teachers | Faculty budgets  $800/year |
| Continue Professional development of teaching staff in:   * Quality Teaching Tools (Langford) * Seven Habits (Covey) | 1, 2 | Executive | TPL  $5460/year |
| Train teacher and students to participate in Tournament of the Minds. | 3, 4 | Executive and class teachers | CAP $1320/year |
| Implement Numbers Up! Numeracy professional learning for staff. | 4 | Executive and class teachers | CAP $1320/year |
| Develop student music skills and corresponding numeracy skills through expert Music tutor ½ day per week. | 4, 6 | CAP Coordinator and Music tutor | CAP $7000/year |

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| **TULLAMORE CENTRAL SCHOOL PLAN 2011** | |
| SCHOOL PRIORITY AREA: CONNECTED CLASSROOMS & QUALITY TEACHING | |
| INTENDED OUTCOMES: | TARGETS: |
| 2009: Increased use of technology to improve student outcomes across KLAs.  2010: Increased use of technology as a valued teaching tool across the school.  2011: Technology embedded into teaching learning cycle.  Increase the number of staff trained in existing and emerging ICT  pedagogy. | *100% of students achieving at or above “proficient” in the SC Computing Skills Test in Stage 5 in 2011.* |

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| **STRATEGIES** | **REFORM** | **RESPONSIBILITY** | **RESOURCES ALLOCATION & FUNDING SOURCE** |
| Build the use of connected classrooms across the school by embedding into the teaching learning cycle. | 3, 4 | Executive and class teachers | TPL  $1400/year |
| Expand student technology skills through Virtual Excursions. | 3, 4 | Class teachers | CAP $200/year |
| Develop a K-12 scope and sequence of ICT skills. | 3, 4, 5 | Executive and class teachers |  |
| Enhance Career and Transition programs targeting primary and secondary classes, through mentoring and “up-skilling” in ICT’s. | 4 | Career and Transition adviser |  |
| Utilise iteach21 for training in Interactive Whiteboard technologies. | 4 | Executive and class teachers | CAP $1650/year |
| Examine and evaluate teaching and learning programs through the TARS process. | 1, 2, 5 | Executive and class teachers |  |
| Revise existing teaching and learning programs to incorporate mandatory ICT skills. | 2, 5 | Executive and class teachers |  |
| Join with other schools to release a person at AP/HT level to facilitate Professional Learning focussed on the effective integration of interactive technology into effective classroom practice. | 1 | Principal and regional staff | Low SES  $6677 |

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| **TULLAMORE CENTRAL SCHOOL PLAN 2011** |
| SCHOOL PRIORITY AREA: ABORIGINAL EDUCATION |
| INTENDED OUTCOMES: |
| 2010: Increased attendance, literacy and numeracy skills of Aboriginal students.  2011: Increased engagement and attainment of qualifications for Aboriginal students.  Clear and concise plans (Personalised Learning Plans) in place for Aboriginal students.  School/Community partnerships developed with Aboriginal families. |

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| **STRATEGIES** | **REFORM** | **RESPONSIBILITY** | **RESOURCES ALLOCATION & FUNDING SOURCE** |
| Review Personalised Learning Plans for all Aboriginal students. | 2, 5 | Executive and class teachers |  |
| Implement leadership strategies for Aboriginal students. | 4 | Executive and class teachers |  |
| Employment of teachers’ aide to support literacy development of Aboriginal students. | 6 | Executive and class teachers | Norta Norta funds-amount to be advised in early 2011. |

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| **TULLAMORE CENTRAL SCHOOL PLAN 2011** |
| SCHOOL PRIORITY AREA: LEADERSHIP & QUALITY TEACHING |
| INTENDED OUTCOMES: |
| 2010: Sustainable leadership capacity developed.  2011: Sustainable leadership capacity developed with succession and career planning.  Executive fully understand their role.  Staff members fully understand their role.  All members of staff are aware of the requirements to succeed at higher levels.  Staff receive opportunities and develop capacity to relieve in higher positions. |

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| **STRATEGIES** | **REFORM** | **RESPONSIBILITY** | **RESOURCES ALLOCATION & FUNDING SOURCE** |
| Establish a School Evaluation Group that meets regularly and involves staff, parents and community members. | 6 | Principal |  |
| Develop a succession plan for CAP coordinator position within school. | 1, 2, 6 | Principal and CAP Coordinator | CAP $1320/year |
| Promote professional development opportunities and practices in leadership   * CAP development day - Student Engagement * Central Schools Conference 2 staff * Primary Principals Conference | 1, 2, 6 | Executive and class teachers | CAP $400/year  CAP $1570/year  CAP $880/year |
| Conduct an annual review of roles and responsibilities within the school. | 2 | Executive and class teachers |  |
| Ensure that professional discussion is an element of all staff and faculty meetings. | 2 | Executive and class teachers |  |
| Establish professional reading as part of school culture and develop focus on the Library as a resource centre, including designating the building as a resource centre. Include professional reading and reading for pleasure. | 1, 2 | Executive and class teachers |  |
| Expand mentoring program, including faculty links and mentoring opportunities in WAP. | 1, 2, 6 | Executive and class teachers |  |
| Join with other schools to release a person at PH2 level to support leadership development programs, providing training in analysis of data and coordinate professional learning networks. | 1, 2. 4, 5 | Principal, Regional office personnel | Low SES  $8161 |

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| **TULLAMORE CENTRAL SCHOOL PLAN 2011** | |
| SCHOOL PRIORITY AREA: ENGAGEMENT & RETENTION | |
| INTENDED OUTCOMES: | TARGETS: |
| 2010: Provide relevant educational opportunities for 15 – 17 students.  2011: Increase student attendance across the school. | *Increase the proportion of students in Stage 6 gaining their HSC or Certificate I and II or other employment relevant qualifications from 71% in 2010 to 85% in 2011.* |

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| **STRATEGIES** | **REFORM** | **RESPONSIBILITY** | **RESOURCES ALLOCATION & FUNDING SOURCE** |
| Implement expanded School to Work program. | 3, 4 | Executive  Careers Adviser |  |
| Build student leadership capacity by:   * Expand role of SRC in school projects * Train staff in seven effective habits * Train students in seven effective habits | 3, 4 | Executive and class teachers | CAP $500/year |
| Expand curriculum offerings   * WAP * Trade Training Centre * Expand cultural and sporting opportunities and workshops | 3, 4, 6 | Executive | CAP $500/year |
| Implement strategies to support innovative curriculum delivery   * “You be the Star” (numeracy with circus skills) * Quality Sports * K/1, 2/3, 4/5/6, 7-11 Experience broadening excursions * Cultural performances “My Friends and I” and “Jabawoki Droving” * Cultural workshop * Life Education Van | 4, 6 | Executive and CAP Coordinator | CAP $500/year  CAP $1200/year  CAP $1930/year  CAP $1000/year  CAP $500/year  CAP $200/year |
| Continue CAP district initiative “Centrally enriched”. | 4 | Executive  CAP coordinator |  |

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| **TULLAMORE CENTRAL SCHOOL PLAN 2011** | | | |
| SCHOOL PRIORITY AREA: ENGAGEMENT & RETENTION | | | |
| **STRATEGIES** | **REFORM** | **RESPONSIBILITY** | **RESOURCES ALLOCATION & FUNDING SOURCE** |
| Maintain the involvement of the P&C in the school plan, the PBL team and in the community-based activities that characterise the school. | 6 | Principal |  |
| Seek opportunities to publicise the practices and policies that form the basis of the school. Involve the P&C in the revision/publicising process. | 6 | Principal |  |
| Implement PBL across K-12. | 3, 4 | PBL team |  |
| Join with other Western Access Program Schools to release a person at DP level to facilitate the delivery of a broad curriculum to increase retention, engagement and the attainment of qualifications. | 1, 6 | Principal | Low SES  $1602 |
| Implement Personalised Attendance Plans for all students with attendance below 85%. | 5 | Principal |  |
| Develop community understanding of the legality of school attendance. | 5, 6 | Principal |  |